NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: WILLINGBORO	School: Memorial Middle School
Chief School Administrator: DR. RONALD TAYLOR	Address: 451 Beverly-Rancocas Road Willingboro, NJ 08046
Chief School Administrator's E-mail: RTAYLOR@WBOE.NET	Grade Levels: 6-8
Title I Contact: Teresa Lucas	Principal: Mr. Ellis Brown
Title I Contact E-mail: TALUCAS@WBOE.NET	Principal's E-mail: EBrown@wboe.net
Title I Contact Phone Number: 609-835-8600	Principal's Phone Number: 609-835-8700

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

Critical Overview Elements

- The School held 8 stakeholder engagement meetings.

- State/local funds to support the school were $ 7,647,246, which comprised 96% of the school's budget in 2014-2015.

- State/local funds to support the school will be $7,141,394, which will comprise 87% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Extended school day	1, 2, 4	Y	Y	$ 4,700
ELA PD	1, 4	Y	Y	$ 29,600
RTI	1, 2, 4	Y	Y	$ 38,000
Classroom Management	3	Y	Y	$ 6,400

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Ellis Brown	Principal	Yes	Yes	Yes	
Corinne Stahl	School-Teacher	Yes	Yes	Yes	
Joanne Davis	Parent	No	Yes	No	
Don Eaton	School-Teacher	Yes	Yes	Yes	
Janet Adams	School Teacher	Yes	Yes	Yes	
Lupe Madrid	School-Teacher	Yes	Yes	Yes	
Darci Sosa	School-Teacher	No	Yes	No	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
July 30, 2014	Memorial	Review Title I Plan	Yes		Yes	
August 27, 2014	Memorial	Title I Completion-Review Plan	Yes		Yes	
September 29, 2014	Memorial	Title I Progress-Data	Yes		Yes	
October 23, 2014	Memorial	Title I Progress	Yes		Yes	
December 22, 2014	Memorial	Title I Progress-Implementation	Yes		Yes	
April 23, 2015	Memorial	Title I Progress-Review Needs Assessment	Yes		Yes	
May 20, 2015	Memorial	Title I Progress-Review Needs Assessment	Yes		Yes	
May 28, 2015	Memorial	Title I Progress: Completion of Title I Plan for 2015-2016	Yes		Yes	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Memorial Middle School's vision centers on the need for our entire school community to come together in the interest of educating every student. Memorial Middle School is committed to doing our part provide an educational environment necessary for student the highest level of achievement, but we cannot do it alone.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

    The 2014-2015 Schoolwide Program was not implemented as planned. Professional Development primarily occurred during the year in after school and designated Professional Development Day sessions. During these trainings, teachers acquired skills to be used within the classroom for instruction and remediation for students in need. School-wide after school tutoring was not implemented.

2. What were the strengths of the implementation process?

    Read 180 was implemented on a daily basis. Students were provided the opportunity to use the online portion of the program at home, as well as the embedded online portion within the class setting.

    Holt Mathematics was implemented within the Mathematics classrooms on a daily basis. Students were provided the opportunity to use the online portion of the text at home and within the class on an as needed basis to enhance concepts in the curriculum as well as meeting the Common Core Standards. Multiple digital lessons were available for students to watch within the classroom for each chapter and section of the text. Multiple forms of presentation were available within the program to meet all level of student needs (remediation to enrichment). Teachers were given the opportunity to meet in grade levels throughout the week to discuss which parts of the program were successful in their classrooms as well as which areas needed more clarification.

    Triumph Learning was not implemented during the 2014-2015 school year.

3. What implementation challenges and barriers did the school encounter?

    There was insufficient oversight with the implementation of the programs within the school. There was a lack of articulation between teachers and instructional leaders throughout the year. Instructional staff needed more professional development at various time during the year to ensure implementation was occurring and programs were incorporated as instructed. Technology was not available, at times failed, for complete implementation of programs. Teacher buy-in to new programs lacked fidelity and continuity. Teachers were resistant to change to instructional practices that were to be incorporated within classrooms.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

    Teachers implemented programs to the best of their ability within the classroom setting given the professional development that was provided prior to the beginning of the school year. After school tutoring and Academic Improvement Plans were completed for students receiving 'D' or 'F' Marking Period Report Cards. Instructional staff held weekly meetings to discuss common assessment and teaching practices by grade levels to ensure all students were receiving the same content needed for the PARCC. There was insufficient oversight or support with the implementation of the programs within the school. Instructional staff needed more professional development at various times during the year to ensure implementation of programs was occurring more effectively. There was a lack of articulation between teachers and instructional leaders throughout the year.

5.   How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

    Buy in was not completely obtained. There was insufficiently reliable technology to implement programs efficiently and consistently. There was a lack of articulation between teachers and instructional leaders throughout the school year. Professional development for new programs implemented was not consistent and stakeholders were not held accountable for implementation.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

    Staff members were receptive to the new programs in the beginning of the year, but motivation decreased as the year progressed. Staff were able to complete a feedback evaluation form after attending the Professional Development provided.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

    There was a lack of community involvement on a regular basis with the exception of the members of Memorial Middle School PTA. Community members attended the Summer Orientation Programs for each grade level, Memorial Middle School Community Fair, Math Night, Memorial Middle School Science Fair, and Parent-Teacher Conferences. Sign in sheets were used to monitor the percentage of attendance to after school and evening events that were held at school.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

    Read 180 students met daily. Delivery was either in whole group, small group, or one-to one instruction. Holt Mathematics was implemented daily. Delivery of the program was either in whole group, small group, or one-to one instruction. Triumph Learning was not implemented during the 2014-2015 school year.

9. How did the school structure the interventions?

    Read 180 was implemented on a daily basis within the Read 180 classroom as a replacement for the student's general Language Arts class. Instruction was presented to the students in a whole group, small group, and individual setting depending on the needs of the students understanding of the concept focus. As students progressed through the program and gained an SRI score to be moved back to their Language Arts class, those students entered their General Education classroom. When open spaces were available, students entered Read 180 from the general education classroom.

    Holt Mathematics was implemented daily within the mathematics classrooms. Instruction was presented to the students in a whole group, small group, and individual setting depending on the needs of the students' understanding of the concept focus.

10. How frequently did students receive instructional interventions?

    Students received interventions daily, on an as needed basis within the classroom setting. After school tutoring was available Monday through Thursday after school from individual classroom teachers if the student wished to avail himself of it.

11. What technologies did the school use to support the program?

Language Arts used Smart Board technology, Mimeos, and the Microsoft Office Suite that included Microsoft Word and Microsoft PowerPoint. The textbook also has an online component available for students to use for class selections and online tests. Mathematics used Smart Board technology, Mimeos, as well as teacher assigned web pages for enrichment of topics covered in class. The textbook also had an online component available for students to use and at home for class activities, practice, reinforcement of skills, and online tests, as well as teacher assigned web pages for enrichment of topics covered in class.

12. Did the technology contribute to the success of the program and, if so, how?

Technology was the foundation of the READ 180 program. Some videos associated with the new math resources were also implemented in classes as teachers felt the usefulness of them. They were well received by students.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015 Since there are no state test results this year, we used the MAP for this portion	Interventions Provided	Describe why the interventions _did_ or _did not_ result in proficiency (Be specific for each intervention).
Grade 6	Reading: 227 Language Usage: 215	Reading: 215 Language Usage: 261	READ 180 Triumph Learning	This intervention did not work. READ 180 improved reading scores, but Triumph Learning was not implemented.
Grade 7	Reading: 222 Language Usage: 222	Reading: 215 Language Usage: 147	READ 180 Triumph Learning	This intervention was successful in increasing scores. READ 180 improved reading scores and these students were in the READ 180 program for two school years.
Grade 8	Reading: 193 Language Usage: 194	Reading: 175 Language Usage: 252	READ 180 Triumph Learning	This intervention did not work. Only one students was scheduled for READ 180.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions _did_ or _did not_ result in proficiency (Be specific for each intervention).
Grade 6	215	254	Holt Mathematics Triumph Learning	This strategy was not successful in its first year of implementation. Triumph Learning was not implemented.
Grade 7	222	191	Holt Mathematics Triumph Learning	This strategy was successful in this grade level. There seems to be a trend that students in Grade 7 grew in language arts and math during this past school year. However, Triumph Learning was not implimented
Grade 8	194	241	Holt Mathematics Triumph Learning	This strategy was not successful in its first year of implementation. Holt Mathematics provided teachers, students, and parents with Student Editions that focus on deeper understanding of math strategies and concepts. The textbooks, which included multiple examples, were both in print and online so students could have access to materials at home. Teachers were able to assign online activities and tests or quizzes for students to complete at home. Remediation and enrichment is built into the program to meet the needs of all students in the classroom. Holt Online provided video lessons that outlines key concepts and methods needed to master the topic

				covered which enables parents to be aware of the concepts taught in class so help at home could be provided. Triumph Learning was not implemented.

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA	NA	NA
Kindergarten	NA	NA	NA	NA
Grade 1	NA	NA	NA	NA
Grade 2	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA
Grade 10	NA	NA	NA	NA

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA	NA	NA
Kindergarten	NA	NA	NA	NA
Grade 1	NA	NA	NA	NA
Grade 2	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA
Grade 10	NA	NA	NA	NA

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	See Below	See Below	See Below	See Below
Math	Students with Disabilities	See Below	See Below	See Below	See Below
ELA	Homeless	See Below	See Below	See Below	See Below
Math	Homeless	See Below	See Below	See Below	See Below
ELA	Migrant	See Below	See Below	See Below	See Below
Math	Migrant	See Below	See Below	See Below	See Below
ELA	ELLs	See Below	See Below	See Below	See Below
Math	ELLs	See Below	See Below	See Below	See Below
			See Below	See Below	See Below
ELA	Economically Disadvantaged	See Below	See Below	See Below	See Below
Math	Economically Disadvantaged	See Below	See Below	See Below	See Below
ELA	All students Grade 6-8	Read 180	No	Increase SRI Growth by 80 points from the First SRI test compared to last SRI test administered for students enrolled in Read 180.	18 out of 26 (69%) students gained an 80 point increase in their SRI scores

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA- Reading	All students Grade 6-8	Triumph Learning (Common Core Performance Coach)	No	By April 2015, each grade level will increase the number of students scoring on the Reading component at or above grade level National Mean RIT (National RIT Level) by 20% Baseline data - Number of Students at or above Grade level Mean RIT: Grade 6: 84 (16 students) Grade 7: 41 (8 students) Grade 8: 59 (12 students) Total Students: 36	Program not implemented
ELA Writing	All students Grade 6-8	Triumph Learning (Common Core Performance Coach English Language Arts)	No	By April 2015, each grade level will increase the number of students scoring on the language usage component at or above Grade level Mean RIT by 20% Baseline data- Number of Students at or above Grade level Mean RIT: Grade 6: 96 (19 Students) Grade 7: 41 (8 Students) Grade 8: 58 (12 Students) Total Students: 32	Program not implemented
Math	All students Grade 6-8	Holt Mathematics	No	Students At or Above Grade level Mean RIT Grade 6: 96 (19 Students) Grade 7: 41 (8 Students) Grade 8: 58 (12 Students) Total Students: 32	Grade 6: 57, a decrease Grade 7: 72, a increase Grade 8: 9, a decrease

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	All students Grade 6-8	Triumph Learning(Common Core Performance Coach Mathematics)		By April 2015, each grade level will increase the number of students scoring on the math component at or above Grade level Mean RIT by 20% Baseline data-Number of Students At or Above Grade level Mean RIT Grade 6: 96 (19 Students) Grade 7: 41 (8 Students) Grade 8: 58 (12 Students) Total Students: 32	Program not implimented

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Extended School Year (ESY)	No	Improvement of 10% on student MAP Scores in comparison to Spring 2014 scores to that of Fall 2014 of the students participating in Extended School Year. Those students who attended Extended School Year will be identified in September 2104 when the students return to school.	Reading: 0 out of the 18 students that attended ESY improved by 10%. Unreliable connectivity issues in September may have impacted this on-line assessment measure. Language Usage: 0 out of the 18 students that attended ESY improved by 10 %. Unreliable connectivity issues in September may have impacted this on-line assessment measure.
Math	Students with Disabilities	Extended School Year (ESY)	No	Improvement of 10% on student MAP Scores in comparison to Spring 2014 scores to that of Fall 2014 of the students participating in Extended School Year. Those students who attended Extended School Year will be identified in September 2104 when the students return to school.	1 of the 18 students that attended ESY improved by 10 %. Unreliable connectivity issues in September may have impacted this on-line assessment measure.
ELA	Homeless	See Below	See Below	See Below	See Below
Math	Homeless	See Below	See Below	See Below	See Below
ELA	Migrant	See Below	See Below	See Below	See Below
Math	Migrant	See Below			See Below
ELA	ELLs	See Below	See Below	See Below	See Below

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	ELLs	See Below	See Below	See Below	See Below
ELA	Economically Disadvantaged	See Below	See Below	See Below	See Below
Math	Economically Disadvantaged	See Below	See Below	See Below	See Below
ELA	All students Grade 6-8	After School Tutoring		70% of students attending after school tutoring sessions will prove proficient on the post-assessment for the skill (s)he is studying.	Program not implemented
Math	All students Grade 6-8	After School Tutoring		70% of students attending after school tutoring sessions will prove proficient on the post-assessment for the skill (s)he is studying.	Program not implemented

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	See Below	See Below	See Below	See Below
Math	Students with Disabilities	See Below	See Below	See Below	See Below
ELA	Homeless	See Below	See Below	See Below	See Below
Math	Homeless	See Below	See Below	See Below	See Below
ELA	Migrant	See Below	See Below	See Below	See Below
Math	Migrant	See Below	See Below	See Below	See Below
ELA	ELLs	See Below	See Below	See Below	See Below
Math	ELLs	See Below	See Below	See Below	See Below
ELA	Economically Disadvantaged	See Below	See Below	See Below	See Below
Math	Economically Disadvantaged	See Below	See Below	See Below	See Below
ELA	Selected teachers based on internal needs assessment priorities	Job-embedded coaching and workshops on data analysis, small group instruction, and differentiating instruction	No	35% of instruction will use differentiated, small group instruction utilizing data to implement flexible grouping as measured with walkthroughs.	23% of classroom walkthroughs exhibited small group instruction practices.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All Students grades 6, 7, & 8	PLC Professional Development*	No	60% of instruction in core subject areas will exhibit full student participation and student engagement using the Danielson walkthrough instrument.	12% of classroom walkthroughs exhibited full engagement of students.
Math	Selected teachers based on internal needs assessment priorities	Job-embedded coaching and workshops on data analysis, small group instruction, and differentiating instruction	No	35% of instruction will use differentiated, small group instruction utilizing data to implement flexible grouping as measured with walkthroughs.	5% of classroom walkthroughs exhibited small group, differentiated instruction.
Math	All Students grades 6, 7, & 8	60% of instruction in core subject areas will exhibit full student participation and student engagement using the Danielson walkthrough instrument.	No	60% of instruction in core subject areas will exhibit full student participation and student engagement using the Danielson walkthrough instrument.	18% of classroom walkthroughs exhibited full engagement of students.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	See Below	See Below	See Below	See Below
Math	Students with Disabilities	See Below	See Below	See Below	See Below
ELA	Homeless	See Below	See Below	See Below	See Below
Math	Homeless	See Below	See Below	See Below	See Below
ELA	Migrant	See Below	See Below	See Below	See Below
Math	Migrant	See Below	See Below	See Below	See Below
ELA	ELLs	See Below	See Below	See Below	See Below
Math	ELLs	See Below	See Below	See Below	See Below
ELA	Economically Disadvantaged	See Below	See Below	See Below	See Below
Math	Economically Disadvantaged	See Below	See Below	See Below	See Below
All Areas	All students grades 6, 7 & 8	Summer Open House	Yes	An increase of 10% from a baseline of 31% in attendance from the previous year (41%)	355 out of the 866 (41%) Parents/Guardians attended the Summer Open House. This goal was met

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All Areas	All students grades 6, 7 & 8	Parent Workshops 2 Workshops: • Cyber bullying • How parents can help their child improve their academic level?	No	Increase of 10% in parent attendance at parent workshops.	There was no increase in parental attendance at evening workshops.
All Areas	All students grades 6, 7 & 8	Parent/Teacher Conferences	No	An increase of 10% in attendance from a baseline of the previous year combined Fall and Spring Conferences from 43% to 53%	In the Fall 262 out of 813(32%) of Parents/Guardians attended Parent/Teacher Conferences. In the Spring, 165 out of 815 (20%) Parents/Guardians attended Parent Teacher Conferences. Overall 26% of Parents/Guardians attended Parent/Teacher Conferences. This Goal was not met.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	READ 180 scores MAP scores Unit Assessment Scores	Read 180 Scores: 18 out of 26 (69%) students gained an 80 point increase in their SRI scores This was a combined score of the students in 6th, 7th, and 8th Grade. In the 6th grade 7 out of 11 (64%) students gained an 80 point increase, in the 7th grade 11 out of 124 (79%) gained an 80 point increased, and in the 8th Grade had 0 out of 1 (0%) students gained an 80 point increase in their SRI scores. MAP Scores: In Grade 6, there was a decrease of 43 students who scored at or Above Grade Level RIT on the Reading assessment compared to that of the 2014-2015 school year. In Grade 7, there was an increase of 55 students who scored At or Above Grade Level RIT compared to that of the 2014-2015 school year. In Grade 8 there was a decrease of 14 students who scored At or Above Grade Level RIT compare to that of the 2014-2015 school year. Unit Assessment Scores: Average aggregate score was 63% correct.
Academic Achievement - Writing	MAP scores Unit Assessment Scores	MAP Scores: In Grade 6, there was a decrease of 46 students who scored at or Above Grade Level RIT on the Language Usage assessment compared to that of the 2014-2015 school year. In Grade 7, there was an increase of 65 students who scored At or Above Grade Level RIT Language Usage assessment compared to that of the 2014-2015 school year. In Grade 8 there was a decreased of 58 students who scored who scored At or Above Grade Level RIT Language Usage assessment compare to that of the 2014-2015 school year.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Unit Assessment Scores: Average aggregate score was 63%.
Academic Achievement - Mathematics	MAP scores Unit Assessment Scores	MAP Scores: In Grade 6, there was a decrease of 39 students who scored at or Above Grade Level RIT on the Reading assessment compared to that of the 2014-2015 school year. In Grade 7, there was an increase of 31 students who scored At or Above Grade Level RIT compared to that of the 2014-2015 school year. In Grade 8 there was a decrease of 49 students who scored At or Above Grade Level RIT compare to that of the 2014-2015 school year. Unit Assessment Scores: Average aggregate score was 49%.
Family and Community Engagement	Participant attendance at events	Parents were invited to Summer Open House, Memorial Middle School Community Fair, Parent Teacher Conferences, and Parent Workshops through flyers sent home, the school website, and the school districts phone blast system. Parents were also able to monitor their student's progress through the Parent Portal located on Genesis. Summer Open House: 355 out of the 866 (41%) Parents/Guardians attended the Summer Open House. This data was compiled from individual sign-in sheets on the two nights the Open House was held. Memorial Middle School Community Fair: 339 parents of 793 students (43%) attended Memorial Middle School Community Fair. This data was compiled from individual classroom sign-in sheets. Parent/Teacher Conferences: In the Fall 262 out of 813(32%) of Parents/Guardians attended Parent/Teacher Conferences. In the Spring, 165 out of 815 (20%) Parents/Guardians attended Parent Teacher Conferences. Overall 26% of Parents/Guardians attended Parent/Teacher Conferences. This data was compiled from individual classroom sign-in sheets

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		School Leadership Team: Parents are invited to attend the School Leadership Team meetings though email notification. Few parents attended these meetings constantly and attendance was sporadic throughout the year
		PTA Monthly Meetings: On average less than 5% of the parents attend PTA meetings.
Professional Development	Implementation rates of PD programs provided	Professional Development was facilitated by the teachers provided the instructional staff the opportunity to turn-key information regarding programs and resources used at Memorial (i.e. Effective Instructional Strategies). Some teachers took ownership of our school goals and initiatives. In PLC Professional development, 23% of classroom walkthroughs exhibited full engagement of students for English/Language Arts. 18% of classes in Mathematics exhibited full student participation and student engagement. 12% of English/Language Arts classroom walkthroughs exhibited small group, differentiated instruction in 5% of Mathematics classes used differentiated, small group instruction utilizing data to implement flexible grouping as measured with walkthroughs.
Leadership	Implementation rates of PD programs provided	Implementation rates of PD initiatives is listed above.
School Climate and Culture	Behavior and attendance records	Memorial Middle School continued a school wide behavior program grounded in the tenants of PBSIS (Positive Behavior Support In Schools) as a part of the School Culture sub-committee of the SLT. Discipline records indicate the following:
		Whole/School Disruption: 80 incidences, Classroom Disruptions: 511 incidences. Total of both: 591 incidences. This iss an increase of 234 incidences compared to the 2014-2015 School Year.
		In School Suspensions for 1-4 Days: 218 Incidences. This was a decrease of 731 incidences compared to the 2012-2013 School Year.
		Out of School Suspensions for 1-4 Days-135 Incidences. This was a decrease of 262 incidences compared to the 2012-2013 School Year.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School-Based Youth Services	NA	
Students with Disabilities	READ 180 scores MAP scores Unit Assessment Scores	See above
Homeless Students	READ 180 scores MAP scores Unit Assessment Scores	See Above
Migrant Students	NA	
English Language Learners	ACCESS for ELLS scores	Students received individual instruction with an ELL teacher daily during their Language Arts/Literacy Classes to enhance and improve ELA Skills. More review of PARCC data and READ 180 Scores will help to confirm our report data.
Economically Disadvantaged	READ 180 scores MAP scores Unit Assessment Scores	See above

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   A survey of all staff, a review of student achievement data, and discussion by the Schoolwide Committee regarding both..

2. What process did the school use to collect and compile data for student subgroups?

   Subgroups were identified in specific data elements and the committee saw their data was commensurate with general student results.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

   The school uses state and nationally standardized assessment instruments.

4. What did the data analysis reveal regarding classroom instruction?

   This past year at Memorial Middle School has seen an increase in the review of the effectiveness of classroom instructional practices through the following

   - Formal and Informal teacher observations showed teachers need improvement in consistently small group instruction, differentiating instruction, and ensuring high engagement levels in the classroom.
   - Eventual outcomes demonstrated value in a stronger focus on academic achievement and classroom instructional strategies to ensure teachers implemented professional development they received.
   - Classroom Management is an ongoing concern. This is evident through the 591 incidences of whole school and classroom disruptions that were documented on disciple referrals throughout the 2014-2015 School Year. There is a need for strengthening instructional practices and student engagement through student centered activities, which in turn will decrease classroom management issues.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Upon evaluation of the Unit Assessments, MAP scores, and NJASK scores of a minimal increase in Proficient/Advanced Proficient scores in Mathematics and Language Arts, administration identified the need for Professional Development should be focused on:

- Effectively using the data provided to drive decisions for instruction,
- Improving discourse in team meetings to improve collaboration among all content area teachers including Special Education, and
- Integration of differentiated instruction and higher order thinking skills.

6. How does the school identify educationally at-risk students in a timely manner?

- Current marking period grades in English Language Arts and Mathematics courses;
- Teacher/Administrator recommendation; guidance counselor and Child Study Team recommendation
- Current Unit Assessment and MAP scores
- Discipline referrals
- Parent request

A report card review was conducted at the close of each marking period. All students earning a "D" or "F" in the areas of reading, writing and/or mathematics were identified and Academic Intervention Plans were completed.

7. How does the school provide effective interventions to educationally at-risk students?

Students with behavioral and/or attendance problems are referred to the appropriate guidance counselor and/or Child Study Team member by either their teacher or an administrator. Students may be referred as a candidate for I&RS. Also, Academic Intervention Plans are completed for any student with a "D" or "F" grade during the marking period.

8. How does the school address the needs of migrant students?

NA

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

9. How does the school address the needs of homeless students?

This population of students is given the same opportunities as other at-risk students to attend extended learning programs within school and after hours. Most of the students who are homeless have transportation. If a homeless student does not have transportation, extra assistance is provided throughout the day as needed.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers are involved after each unit assessment with a data review meeting to analyze the data and make decisions regarding remedial and proactive learning activities to address the achievement deficiencies identified in the unit assessment data.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Memorial Middle School provided students with a Summer Orientation session for all students transitioning from Grade 5 to the Middle School. 8th grade students attend a half-day orientation session in June at the High School. There is also an Orientation Day at the High School for incoming 9th graders in August.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The choices were made by the Schoolwide Committee after looking at the student achievement, Teacher effectiveness, and school climate data collected through the year.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Reading achievement	Math achievement
Describe the priority problem using at least two data sources	Too many students are scoring at the partially proficient level on the NJ ASK 6, 7, 8 in English Language Arts and Math; minimal students are scoring at the advanced proficient level (NJ ASK – LAL), too many students are not scoring At or Above Norm Grade Level on the Measure of Academic Performance (MAP), as well as on Common Assessments created by the school district	Too many students are scoring at the partially proficient level on the NJ ASK 6, 7, 8 in English Language Arts and Math; minimal students are scoring at the advanced proficient level (NJ ASK –Math), too many students are not scoring At or Above Norm Grade Level on the Measure of Academic Performance (MAP), as well as on Common Assessments created by the school district
Describe the root causes of the problem	A lack of a rigorous instructional program and unclear connections to Common Core State Standards, poor classroom management, low impact instructional practices and unengaged students	A lack of a rigorous instructional program and unclear connections to Common Core State Standards, poor classroom management, low impact instructional practices and unengaged students
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)	English Language Arts grades	Mathematics grades 6, 7, & 8
Name of scientifically research based intervention to address priority problems	Guided Reading Professional development in Guided Reading that has initial and ongoing, embedded elements throughout the school year Supplemental Resources	Supplemental Learning
How does the intervention align with the Common Core State Standards?	Assessments and Lessons are aligned with the Common Core State Standards emphasizing compliance with state mandates.	Assessments and Lessons are aligned with the Common Core State Standards emphasizing compliance with state mandates.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Use of effective instructional practices that augment classroom management strategies for student learning	Writing achievement
Describe the priority problem using at least two data sources	From walkthrough data and behavior management records, there is too large a need to address behavior issues in class as opposed to being able to focus on subject matter content and academic achievement.	Too many students are scoring at the partially proficient level on the NJ ASK 6, 7, 8 in English Language Arts and Math; minimal students are scoring at the advanced proficient level (NJ ASK – LA/L), too many students are not scoring at or above Norm Grade Level on the Measure of Academic Performance (MAP), as well as on Common Assessments created by the school district
Describe the root causes of the problem	Instructional strategies in class are not sufficiently differentiated or engaging for the population of students and teachers often do not de-escalate issues when they arise.	A lack of a rigorous instructional program and unclear connections to Common Core State Standards, low impact instructional practices and unengaged students
Subgroups or populations addressed	All students	All Students
Related content area missed (i.e., ELA, Mathematics)	All subjects	English Language Arts
Name of scientifically research based intervention to address priority problems	Continued PBSIS with new emphases Continued implementation of small group, differentiated instruction. Increased emphasis with school leadership on the focus on implementation of professional development training.	Writers Workshop Professional Development in Writers' Workshop that has initial and ongoing, embedded elements throughout the school year Supplemental Resources
How does the intervention align with the Common Core State Standards?	These strategies would be the methods through which the Common Core Standards would be delivered in classes.	Assessments and Lessons are aligned with the Common Core State Standards emphasizing compliance with state mandates.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

	ESEA §1114(b)(I)(B) strengthen the core academic program in the school;				
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Same activities as listed below for All Students			
Math	Students with Disabilities	Same activities as listed below for All Students			
ELA	Homeless	Same activities as listed below for All Students			
Math	Homeless	Same activities as listed below for All Students			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Same activities as listed below for All Students			
Math	ELLs	Same activities as listed below for All Students			
ELA	Economically Disadvantaged	Same activities as listed below for All Students			
Math	Economically Disadvantaged	Same activities as listed below for All Students			
ELA	All students	*Guided Reading	ELA Professional Development Specialist	Schoolwide reading gains will average 75% of a full year's reading growth when comparing the September and April reading assessment for students who attend school 90% or more of the instructional days.	Using Guided Reading to Develop Student Reading

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) <u>*strengthen the core academic program in the school;*</u>					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	All students	*Writer's Workshop	ELA Professional Development Specialist	Schoolwide writing gains will average a 0.4 gain when comparing the September and April unit assessment 4 point writing rubric for students who attend school 90% or more of the instructional days.	Writer's Workshop - Teaching That Makes Sense
ELA & Math	All students	*Digital Instructional Learning System	Principal	Growth target percentage attainment will average, a1cross the school, 85% for students who attend school 90% or more of the instructional days.	Interactive Online Learning on Campus: Testing MOOCs and Other Platforms in Hybrid Formats in the U
ELA & Math	All students	*Data Reflective Lesson Planning	Principal	All non-assessment ELA lesson plans in the two weeks following an ELA unit assessment will reflect small group, flexible grouping strategies to differentiate instruction to remediate skills deficiencies.	When Lesson Plans Fail - Tips To Change Lesson Plans

*****Use an asterisk to denote new programs**.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Same activities as listed below for All Students			
Math	Students with Disabilities	Same activities as listed below for All Students			
ELA	Homeless	Same activities as listed below for All Students			
Math	Homeless	Same activities as listed below for All Students			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Same activities as listed below for All Students			
Math	ELLs	Same activities as listed below for All Students			
ELA	Economically Disadvantaged	Same activities as listed below for All Students			
Math	Economically Disadvantaged	Same activities as listed below for All Students			
ELA & Math	All students	*RTI – Advisory/ Intervention/ Enrichment period	Principal	On average, students who attend school for 90% or more of the instructional days during their intervention sessions will demonstrate added growth above their classmates when comparing the	What new research on extended school day says

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				prior and next unit assessments	
ELA & Math	All students	After school tutoring	Principal	On average, students who attend 80% or more of their after school tutoring sessions will demonstrate 70% proficiency when comparing the pre- and post-tests on their deficient skills	What new research on extended school day says

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Same activities as listed below for all groups			
Math	Students with Disabilities	Same activities as listed below for all groups			
ELA	Homeless	Same activities as listed below for all groups			
Math	Homeless	Same activities as listed below for all groups			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA & Math	Teachers of ELLs	*Ongoing training Strategies for instructing ELLs	Director of Special Services	Teachers will attend two half-day sessions during the year on best practices for instructing ELLs. Teacher will indicate strategies in lesson plans and implement them as documented through walkthroughs and evaluations	Best Teaching Practices Research & Reports | ELL Education
ELA	Economically Disadvantaged	Same activities as listed below for all groups			
Math	Economically Disadvantaged	Same activities as listed below for all groups			

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Teachers & Administrators	*Guided Reading Summer Training	ELA Professional Development Specialist	On average all teachers in ELA classes are using Guided Reading strategies during some portion of 60% of classes in September and October	[Using Guided Reading to Develop Student Reading](#)
ELA	Teachers & Administrators	*Guided Reading, Writer's Workshop ongoing embedded support	ELA Professional Development Specialist	On average, all teachers in ELA classes are using Guided Reading and Writer's Workshop strategies during some portion of 80% of ELA classes in January through April.	[Using Guided Reading to Develop Student Reading ...](#) [Writer's Workshop - Teaching That Makes Sense](#)
ELA	Teachers & Administrators	*Ongoing training for reading assessment, Grades 6-8	ELA Professional Development Specialist	100% of ELA teachers will conduct reading level assessments of all of their students by October 15 and again my April 30.	[Reading Assessment Checklist – Behaviors to Notice](#)
ELA	Teachers & Administrators	*Writer's Workshop Summer Training	ELA Professional Development Specialist	On average, all teachers in ELA classes are using Guided Reading strategies during some portion of 60% of classes in September and October.	[Writer's Workshop - Teaching That Makes Sense](#)
ELA & Math	Administrators	*Lesson plan analysis conferencing, and responsive action ongoing training and embedded support	Principal	4 lesson plan analysis sessions occur (one after each unit assessment) The number of teachers writing and implementing effective small groups based on data increases when comparing April to October analysis.	[When Lesson Plans Fail - Tips To Change Lesson Plans](#)
ELA & Math	Administrators	Evaluation recognition and responsive action ongoing training and embedded support	Principal	16 sessions of collaborative walkthroughs occur between September and May. Suggestions provided to teachers resulting from evaluations are implemented effectively 70% of the time.	[Walkthroughs, Rubrics, and Teacher Evaluation](#)

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA & Math	Teachers	Differentiated instruction embedded ongoing support	Principal	60% of walkthroughs and evaluations will exhibit instruction at different levels within a classroom.	Differentiated instruction, curriculum, assessment
ELA & Math	Teachers	Small group, flexible grouping embedded ongoing support	Principal	60% of walkthroughs and evaluations will exhibit small group instruction	Differentiation Through Flexible Grouping - Learning Point ...
ELA & Math	Teachers & Administrators	*Ongoing training for digital instructional learning system implementation and results analysis	Subject area Professional Development Specialist	Teachers in ELA and math classes will use an instructional learning system for a portion of 80% of their classes as recorded in walkthroughs and evaluations	Interactive Online Learning on Campus: Testing MOOCs and Other Platforms in Hybrid Formats in the U
ELA & Math	Teachers & Administrators	Data analysis ongoing embedded support	Principal	90% of teachers are grouping students based on ELA unit assessment data in ELA classes for the two weeks following each assessment.	Guide To Using Data in School Improvement Efforts

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

    The school wide program for the 2015-2016 school year will be evaluated internally by the School Leadership Committee to ensure compliance of the program.

2. What barriers or challenges does the school anticipate during the implementation process?

    The barriers or challenges that the school will anticipate during the implementation process will be teacher buy-in of the programs within the plan. There is also a challenge of continued implementation as the year progresses.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

    Memorial Middle School; will obtain necessary buy-in from all stakeholders to ensure the implementation of the program through the use of monthly staff meetings to explain the data collected in relation to the programs within the staff and through PTA Meetings to explain the progress and implementation of the plan and how it relates to the community and parent groups. The district website will also be used to communicate the progress of implementation of the program.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   Memorial Middle School will gauge the perceptions of the staff through the use of surveys at monthly staff meetings and evaluation forms after Professional Development sessions throughout the year.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   Memorial Middle School will gauge the perceptions of the community through the use of surveys at monthly PTA Meetings and on the district website.

6. How will the school structure interventions?

   The school will build a Middle School Schedule that provides Extended Learning Time for English Language Arts and Mathematics. The school will create and enrichment/tutorial period for students based on individual needs.

7. How frequently will students receive instructional interventions?

   Students will receive instructional interventions on an on-going as needed basis given before, during, and after school. . Data from the Measure of Academic Progress and scores from individual student grades will provide information for areas of need for students to receive interventions other than those built into the school schedule.

8. What resources/technologies will the school use to support the schoolwide program?

   The resources/technologies the school, will use to support the school wide program will include, but not limited to, online tests within the classroom that are Common Core Standards based, and The Measure of Academic Progress (MAP). Teachers will also support instruction with IPads, Smart Boards, and Mimeos.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

The quantitative data that will be used to measure the effectiveness of each intervention provided will be Common Assessment Scores, and Individual student/Grade/School scores on the Measure of Academic Progress (Map) Assessment given in the Fall, Winter and Spring of the 2014-2015 School Year.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

11. The school will disseminate the results of the school wide program evaluation to its stakeholders through the use of Parent Letters home, Parent Meetings, and through the use of the district website.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/Math	Students with Disabilities	*District-wide coordinated parent meeting, paired with a student activity, on services for students with disabilities	District Family Liaison	Attendees will respond accurately, in a post-program assessment, to 80% of the questions based on the content of the program.	Communication to stakeholders is always valuable.
ELA	Homeless	Same as for other populations			
Math	Homeless	Same as for other populations			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA/Math	ELLs	*District-wide coordinated, paired with a student activity, on ELL services	District Family Liaison	Attendees will respond accurately, in a post-program assessment, to 80% of the questions based on the content of the program	Communication to stakeholders is always valuable.
ELA	Economically Disadvantaged	Same as for other populations			
Math	Economically Disadvantaged	Same as for other populations			

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/Math	All Students	*Parent Survey on Academics	District Family Liaison	Responses are used to inform further action during the school.year.	
All	All students	All events will be communicated at least three weeks in advance to all parents and to the community through: • Website posting • Email alerts • Telephone "robo" calls • Building paper posting • Press releases in newspapers and cable • Flyers home to parents • Community marquee posting	District Family Liaison	Each event is communicated through each of the methods listed.	Communication to stakeholders is always valuable.
ELA/Math	All Students	*Community Service Projects	Principal	Each grade level will participate in a community service activity of some type.	Establishing a community service culture leads to improved citizenship by all students.
ELA/Math	All Students	*5 Parent Academy Sessions: • *District-wide coordinated, paired with a student activity, on relevant topics: • Medical concerns, • Instructional support, • District program overviews	District Family Liaison	Attendees will respond accurately, in a post-program assessment, to 80% of the questions based on the content of the program	Providing information specific to student populations to their parents is always an effective way to inform them.
ELA/Math	All Students	*District coordinated community activities in the school such as: • Read Across America • Career Day • International Day • Bookmates Program • District/County Science Fair	District Family Liaison	30 parents participate in each event.	Providing information specific to student populations to their parents is always an effective way to inform them.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/Math	All Students	Back to School Nights	Principal	60% of students are represented by parents in attendance	Open Houses for parents is a standard and well known practice
ELA/Math	All Students	Parent Conferences	Principal	50% of students are represented by participating parents.	Communication to parents on the academic progress of their children is a standard requirement of all schools.
All	All Parents	Title I Parent Meeting	District Family Liaison	Attendees will respond accurately, in a post-program assessment, to 80% of the questions based on the content of the program	Mandated
All	All Parents	*Spring Information Fair	District Family Liaison	Attendance sign-in sheets.	Providing information specific to all parents and community members is always an effective way to inform them.
All	All Parents	*Delivering subscription and web-based information and products, related to student academic achievement in school, to parents and community members	District Family Liaison	Positive feedback in end of year parent surveys at each school	Providing information specific to all parents and community members is always an effective way to inform them.

Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
   The events will inform parents on the importance of each priority initiative and offer methods in which they can help their child increase their academic achievement.

2. How will the school engage parents in the development of the written parent involvement policy?
   The district and schools have a parent advisory committee and parents as members of the School Leadership Committee. These are contributors to all policy review and change.

3. How will the school distribute its written parent involvement policy?
   The policy is distributed during the annual Back to School Night and delivered to the home of parents who do not attend the Back to School Night. The policies are also posted on the school's and district's website.

4. How will the school engage parents in the development of the school-parent compact?
   The district and schools have a parent advisory committee and parents as members of the School Leadership Committee. These are contributors to all policy review and change.

5. How will the school ensure that parents receive and review the school-parent compact?
   The compact is distributed during the annual Back to School Night and reviewed by the school staff. It is delivered to the home of parents who do not attend the Back to School Night. The compact is also provided on the school's website.

6. How will the school report its student achievement data to families and the community?
   Individual results are distributed to parents through delivery or mail. Aggregate results are posted on the district and school websites.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?
   The results will be provided to parents of ELLs and posted on the district's website.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

8. How will the school inform families and the community of the school's disaggregated assessment results?
Aggregate results are posted on the district and school websites.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
The Schoolwide Plan is developed using parent survey information and established through meetings of the School Leadership Committee that has parent membership on it.

10. How will the school inform families about the academic achievement of their child/children?
Individual results are distributed to parents through delivery or mail. In addition, report cards are issued four times a year, progress reports are issued four times a year, and parent conferences are held twice each school year.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?
The school will use its funds on communications to parents, activity based, information providing events, and collecting survey responses for data analysis.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A		
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible